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An attempt to enrich the curriculum, to individualize instruction, and to increase motivation is presented. Both vertical and horizontal types of enrichment are applied.

Teachers of English and U.S. history should stress concepts meanings, and relationships. They should also introduce more independent study and help students communicate intelligently and effectively in writing what they have learned.

The Honors English Program 3A-3B should stress extensive and intensive reading, effective speech, and investigation and research skills. Unusually high standards of accomplishment should be maintained.

The Honors History Program AB should stress a knowledge of major documents, a familiarity with the essay examination, an ability to use and interpret maps, and a facility for notetaking. Also important are an ability to deal with limited topics in a research paper, a habit of independent reading, and a compunction for citing sources and giving credit.

The detailed lesson plans include general skills, major assignments, and major concepts. A list of audiovisual aids and bibliography for teachers and students are also given.

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TEACHING HONORS ENGLISH 3A-3B - U. S. HISTORY AB

A Pilot Project

Working Draft

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PASADENA CITY SCHOOLS
Division of Instructional Service
Pasadena, California

Working Draft

TEACHING HONORS ENGLISH 3A-3B - U. S. HISTORY AB

A Pilot Project

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PASADENA CITY SCHOOLS
Division of Instructional Service
Pasadena, California
1963

ACKNOWLEDGMENTS

To set up a more challenging educational program in English 3A-3B - U. S. History AB for the gifted, we have undertaken the pilot project described herein. Some aspects of this program are the result of experiments with previous classes conducted by Mr. Irving Sato of Pasadena High School. During the Summer of 1963 under the supervision of Mrs. Ruth S. Esterbrook, Supervisor of English, and Miss Vesperella E. Ott, Supervisor of Social Studies, Mr. Sato was able, with the aid of special consultants, to plan more carefully the present project.

E. Howard Floyd
Assistant Superintendent
for Instruction

INTRODUCTION

> The point of view that all children are alike and should be treated alike has in large measure given way to the one that children differ and that each child must be treated accordingly. These differences are found in all children regardless of their physical condition or mental capacity. The range of differences is exceedingly great; the range of ways in which children must be treated is equally great.
>
> The concept of variability in intelligence is no longer considered to be undemocratic. Anyone who works with groups of children, whether or not he is trained in psychology, is well aware of ability differences. All are especially aware that meeting the special educational needs of the intellectually gifted requires intensive and individualized planning. (11: 1)

Thus states Ruth A. Martinson in the California State Department of Education publication Special Programs for Gifted Pupils. Indeed as one works with gifted students, he becomes more and more aware of the great need of individualizing instruction as much as possible so that educationally sound challenges are presented to these gifted youngsters. Although this need is certainly very real, "hundreds of reports have indicated that stimulating and appropriate school programs are not generally available for very bright children." (8: 587) The consensus of these reports seem to be that changes can be effected through the employment of various techniques, such as acceleration, enrichment, ability grouping, and "more drastic procedures which amount to experimentation with the curriculum for a special group." (8: 587)

The gifted youth who will be the future leaders of this nation must have an education which is extensive as well as intensive. "They must be neither natural scientists nor social scientists but men of breadth and vision and large capacity who, as social leaders, can understand the human implications of scientific discoveries and, as scientific leaders, can recognize the social applications of technological advances." (10: 9)

Irving S. Sato

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POINT OF VIEW

Educating academically-talented young people effectively involves total educational planning and coordination--curriculum, instruction, guidance, administration, teacher preparation, rescurces, and community relationships. (4: 65) Above all, these programs should be based upon evidence and "... part of this evidence must come from good research. Good research can test the effectiveness of new programs and establish principles which will suggest new procedures for educating the talented..." (1: 118) "A survey of the evidence makes clear that the special programs for education of the gifted are regarded by the investigators, and by the gifted themselves, as providing valuable educational experiences for which the cost and trouble involved are amply justified." (8: 589)

Numerous individuals connected with research on the gifted have stressed the need for adjusting their school programs in special ways. Karl D. Ernst ("Meeting the Needs of Exceptionally Endowed Students in Public Schools" from Bridging the Gap between School and College, 1953) observed that "the schools are geared to the average student and the gifted are left to shift for themselves." (8: 586) Although this observation was made ten years ago, the situation has not changed markedly in a decade. Some educators have felt that scheduling the gifted into five solids would be the answer to challenging the gifted. However, such scheduling is not the answer, for there are multiple problems in selecting and organizing educational experiences. (4: 66-67)

What, then, is the answer? Clarence H. Faust ("Providing for Exceptional Students" from Educational Record, 1955) and Mildred L. Sylvester ("A Clinical Demonstration of Superior Children" from Psychology Clinic, 1932) point out that the educational program for the gifted "should be flexible:

Sylvester suggests that the training of the bright should be extensive; Faust suggests that the gifted should have more freedom in courses than others, and should be used as helpers in instruction." (8: 586) This flexibility would certainly imply greater individualization of instruction. Given the opportunity to learn at his individual rate, the gifted student will pursue much of his learning through independent study. Many researchers generally feel, however, that although "...the bright student does much to help himself," adult guidance is needed. (8: 586) This guidance "must be comprehensive, continually available and realistic in terms of desirable educational objectives." (4: 63) The gifted pupil has many important choices to make, and he needs aid to understand the alternatives, to estimate his potentialities, and to see the possible consequences of his decisions.

Thus, we can see that besides satisfying one's curiosity about things, one can open doors to new challenges for the gifted through research:

> Research needs to be done because wise decisions must be made concerning the education of academically talented children. Research findings and data can contribute to the soundness of these findings. (5: 278)

To conduct a worthwhile research project, there are certain characteristics which should become a part of the undertaking. DeHaan and Havighurst list the following as being desirable in good research (5: 279-280):

1. Survey research literature in the field.
2. State your problem clearly.
3. Clarify your operational definitions.
4. Provide for adequate control groups.
5. Do the research in such a way that generalizations from the study can be made to other populations of students in other situations.
6. Set up adequate sampling measures.

7. Provide for objective methods of collecting data.

8. Be certain that the data collected is as precise as possible.

Keeping this checklist in mind, we have set up the experimental program. We have included as many features of good research as practical after considering time, finances, facilities, equipment, and other resources available.

PURPOSES OF THE PILOT PROJECT

> As children grow into high school, ... the range of differences increases.... Interests, maturity, and sophistication may also be as widely divergent. In high school, therefore, administrative arrangements should be made to provide enrichment of the curriculum for the gifted child. This is just as important as remedial work and special education for the below average child. (5: 86)

Although educational objectives are identical in many respects for all students, there are special objectives (above and beyond the common objectives) which must be set up for the gifted. Reasons for the preceding are (a) that gifted students have the abilities to generalize widely, to be creative, and to think abstractly and (b) that "...gifted children in American schools today will very likely provide the bulk of leadership tomorrow." (5: 74) Corollary to these reasons is the concern as to what extent the gifted should be required to assimilate and even to overlearn what they know in lieu of moving on to fresh fields of knowledge and skills.

In this pilot project with Honors English 3A-3B - U. S. History A-B, we subscribe to the following as our basic purposes:

1. To enrich the curriculum of English 3A-3B and U. S. History A-B for the gifted
2. To individualize instruction in the named subjects for the gifted through the extensive use of independent study
3. To help increase the motivation for learning among the gifted

Enriching the Curriculum

> The concept of enrichment is the key concept in the education of gifted children.... Enrichment is the provision of educational experiences that will do two things: first, enable the gifted person to develop his strengths, the things he does best, and second, enable him to fulfil the specialized role he will play in society. (5: 81)

Enrichment per se does not require acceleration in grade. It may be achieved by retaining the pupil in his peer group and making an advanced curriculum available to him. Basically, there are two types of enrichment: (a) intensive enrichment, vertical enrichment, or enrichment in depth which enables the gifted student to delve more deeply into any subject and to do more advanced work than the average student does; (b) enrichment in breadth, extensive enrichment, horizontal enrichment, or lateral enrichment which provides broadening experiences for the gifted youngster in areas not usually examined by the average pupil, who is not interested or lacks the time to do so.

We plan to incorporate both types of enrichment into this program. Although acceleration in subject matter will be a by-product, enrichment is our goal. Lenoir H. Burnside ("Experimental Program in Education of the Intellectually Gifted Adolescent" from School Review, 1942), Frank N. Freeman ("The Treatment of the Gifted Child in the Light of the Scientific Evidence" from Elementary School Journal, 1924), and Leta S. Hollingsworth (Children above 180 IQ, Stanford-Binet, 1942) "indicate that the advantages are in generally more stimulating experiences rather than in advanced achievement in school subjects." (8: 588) We recognize, nevertheless, that there will be areas where enrichment experiences will not be possible because the students will not be ready for them mentally, socially, or emotionally:

> In some areas of the curriculum, such as social studies, literature, and the humanities, it is important for the child to assimilate and integrate complex ideas. Maturity, experience, and the process of growing up are necessary to make these experiences meaningful. They cannot be accelerated. (5: 82)

This enrichment for the gifted should definitely be continuous. Therefore, if methods and techniques employed in this experiment are successful, they should be utilized in the tenth and twelfth grades as well as in the eleventh grade.

In Honors English 3A-3B and U. S. History AB, the following are our specific purposes in enrichment:

1. To develop more effective ways of communication
2. To cultivate the ability to think critically, logically, and abstractly
3. To refine the ability to generalize and to perceive relationships
4. To enlarge the capacity for self-direction
5. To develop sounder ways of learning
   a. Through independent study
   b. Through problem solving
   c. Through research techniques
6. To encourage initiative and originality
7. To increase cultural awareness

Individualizing Instruction

To carry out the preceding program of enrichment for the gifted, the teacher will have to individualize much of the instruction. By the eleventh grade, most gifted students have mastered basic skills and are ready for considerable extensive and intensive work beyond what is offered in the high-school curriculum per se. A great deal of this instruction must be individualized since background knowledge will differ greatly among the gifted. So that repetition may be avoided as often as possible, independent reading and studying should dictate the general direction of the learning for these students.

Adequate facilities (especially a large room with a library corner, conference room, and independent-study space), a limited class size (25 or fewer students), careful student selection (to insure relative homogeneity), a teacher aide--these factors will help foster an effective, stimulating program of individualized instruction. Of course, the students in the program must be carefully trained for this type of work.

Motivating Students To Learn

> Motivation consists of purposes, ambitions, drives, and values. It is what enables a person of potential ability to take advantage of education, to develop and use his talents. Since motivation is something inside a person, the educator cannot manipulate--decrease, increase, or change it--in the same way that he handles other aspects of the educational process; nevertheless, he can influence motivation. (5: 146)

Although we as educators cannot force students to develop motivation, we can certainly try to create in these students a desire to learn for learning's sake. Often students who are academically talented are especially grade-conscious. By producing a challenging learning environment and by helping the pupils define their individual goals and self-concepts, educators (teachers, counselors, and administrators), with warmth and sensitivity, may be able to make this goal a realization for many of the students in the program. We must bear in mind the fact, however, that "the influence on student motivation of such factors as personal contact and identification with the teacher, peer groups, learning environment, rewards and punishment, public support and similar influences needs further study." (4: 69)

EXPERIMENTAL DESIGN

> This chapter is committed to the experiment: as the only means for settling disputes regarding educational practice, as the only way of verifying educational improvements, and as the only way of establishing a cumulative tradition in which improvements can be introduced without the danger of a faddish discard of old wisdom in favor of inferior novelties. (7: 172)

To set up a pilot project with statistical validity and reliability, one must take certain steps:

> ...(a) selection and use of experimental and control groups; (b) control of such extraneous variables as age, sex, socio-economic status, ethnic background, prior education, community background, etc; (c) provision for the major statistical procedures and methods of data collection...; and (d) selection and validation of necessary measurement instruments. (1: 27)

Described in this section are the preceding elements as they apply to the present project.

In setting up this experiment, we have been primarily concerned with <u>internal validity</u> (the basic minimum without which a research project cannot be interpreted) and secondarily with <u>external validity</u> (the extent to which the findings can be generalized to other situations). Although we recognize that generalizability is an invaluable asset in any research undertaking, we are cognizant, at the same time, of the danger of generalizing from our one experiment without any replication:

> ...we must increase our time-perspective, and recognize that continuous, multiple experimentation is more typical of science than once-and-for-all definitive experiments. The experiments we do today, if successful, will need replication and cross-validation at other times under other conditions before they can become an established part of science, before they can be theoretically interpreted with confidence. (7: 173)

Selection of Groups

The experiment is to be conducted with two classes: (a) the experimental group and (b) the control group. The chart which follows briefly describes the two groups.

	Experimental Class	Matched Group in Experimental Class	Control Class	Matched Group in Control Class
Total number of students	25	13	38	13
Number of boys	13	6	19	6
Number of girls	12	7	19	7
Type of class	All gifted students in a class with Honors designation		All academically talented students with a cluster of gifted students	All gifted students in a class with other academically talented students
Method of instruction employed	Trump Plan Large-group instruction--40%; independent study--40%; small-group discussion--20%		Regular classroom structure	
Range in IQ (Terman-McNemar)	131-150+	131-150	119-150	130-150
Mean IQ (Terman-McNemar)	138.40	140.62	130.13	141.00
Median IQ (Terman-McNemar)	139.00	142.00	129.50	142.00
Range, ITED, Composite	97-99	98-99	88-99	95-99
Mean, ITED, Composite	98.58	98.50	95.92	98.00
Median, ITED, Composite	99.00	98.50	97.00	98.00
Range, ITED English Skills	82-99	86-99	31-99	86-99
Range, ITED Soc. St. Skills	88-99	89-99	65-99	86-99
G.P.A. in Eng.-Soc. St., 9th Grade	3.86	3.92	3.76	3.88
G.P.A. in Eng.-Soc. St., 10th Grade	3.98	3.98	3.73	3.96

The control class is what Ruth A. Martinson in California State Department of Education publication Special Programs for Gifted Pupils labels cluster grouping:

> A cluster group of several gifted pupils may be assigned to a classroom with a regular group. The use of such grouping makes it possible for the pupils to be taught by one teacher who is especially interested and well prepared to do the work. When cluster grouping is used, generally some attempt is made to keep the over-all range of abilities of the total classroom group more narrow than the range in other classrooms.
>
> ...Pupils in cluster groups have opportunity to work with others of like ability and interests. Grouping arrangements are fluid, depending upon the activities, and frequently include class members other than the gifted. With activities pitched at a high level, the gifted develop good work habits, special interest in study and research, and respect for the contributions of others. (11: 74)

The experimental class is really a combination of what Martinson in the same publication calls special classes, honors classes, and independent study:

> Special classes in various subject areas may be organized within the typical secondary school program. Students are selected for participation primarily on the basis of intellectual ability, and secondarily on the basis of subject interest.
>
> ...Special classes provide learning incentive to students beyond that provided by regular classes. Students are encouraged to pursue their interests and to meet their needs for advanced learning. The students find that this association with their intellectual peers is stimulating, and that this association often improves their own performance.
>
> When teachers are given extra time for preparation and have smaller classes of gifted students, they often improve their teaching methods. Instruction is individualized to accommodate the diverse abilities found in the special class. (11: 83-84)

> Honors classes are composed of both intellectually gifted students with special interests in a given subject, and students of high achievement and performance who are included on the basis of past grades and achievement test records. The course work is equivalent to that at college level, as it is in special classes. Students use advanced texts, prepare special projects and reports, and have access to special books and materials. The services of specialists in the community and special laboratory facilities are made available to them as they are needed. (11: 85)

> The independent study plan enables teachers to work on a flexible basis with their more able students. Subjects as well as research or discussion periods during the week are alternated to allow students to work in total class groups, in small groups, or individually, and to have special conferences with their teachers.
>
> ...Students learn how to study and how to do independent research. Their work deals with the ideas in the various subjects. Since they are freed from repetitive routine to proceed at their own rate, their interest in learning increases, and they learn to budget their time and acquire good study habits. (11: 82)

Using the following criteria, the counselors and the pilot-project teacher set up an experimental class of 25 eleventh graders and a matched group of 13 eleventh graders in the control class:

1. I. Q. score on Terman-McNemar = 130 or higher
2. English and social studies reading scores on ITED = 85th percentile or higher
3. Other English and social studies scores on ITED = 85th percentile or higher
4. Composite score on ITED = 95th percentile or higher
5. English and social studies grades in the ninth and tenth grades = A's
6. Emotional stability as judged by counselor and previous English-social studies teacher
7. Previous English-social studies teacher's recommendation
8. Student and parent approval of placement in the program (honors class only)

It was not possible to select 38 students who meet all eight criteria. The following chart summarizes places where exceptions have been made:

Criterion	Experimental Class	Matched Group in Exp. Class	Matched Group in Control Class
1. I.Q.	1 student (to be retested in fall)	none	none
2. Reading ITED	none	none	1 student (80th percentile)
3. Eng.-SS ITED	1 student (lower limit = 82nd percentile)	none	none
4. Composite ITED	none	none	none
5. Eng.-SS	6 students (lower limit = 2 B's; 4 A's)	2 students (lower limit = 2 B's; 4 A's)	3 students (lower limit = 2 B's; 4 A's)
6. Em. St.	none	none	1 student
7. Teacher Recom.	1 student	none	2 students
8. Student-Parent Approval	none	none	----------

Additional recommendations have been made by noted educators:

> ...the transcript of the high-school record should call attention to the special character of the course in which the student was registered. Similar notations in the case of grades earned in special seminars and honors classes would be appropriate. (10: 63)

Also, many writers and teachers feel that the gifted should "participate with representative groups of all intelligence levels in some of the school's population." (8: 588)

> The undesirable effects of segregation and the desirable effects of "mingling with all groups" are only postulated. There have not appeared any fact-finding studies to show that these very reasonable ideas are concerned with anything real. (8: 588)

To implement the foregoing, we have given the homogeneous class of gifted students the Honors designation on all official records. In addition, these students in the honors course will be participating in student body activities, physical education, and electives with students of varying abilities.

Variables in the Experiment

> Where studies require the use of control groups, particular care should be taken to see that only the variable under study is allowed to differ between the two groups. (1: 21)

In this pilot project, we have tried to equate our matched groups as much as possible by applying what we feel are eight stringent criteria for selection. We, of course, have taken such factors as age and sex into consideration.

Since literature points to the advisability of a small class size for an honors course and since a small class size is essential to our working with the gifted class on an individual basis, we have programmed 25 students into Honors English 3A-3B - U. S. History AB.

> Ability grouping of the academically talented will produce the most fruitful results when the classes are small enough to encourage a large degree of student participation and to provide ample time for students to share ideas and for the teacher to supervise and evaluate their individual researches. (10: 34-35)

> Formation of classes of smaller size would encourage a high degree of student participation. This would allow time for pooling and sharing ideas and for more adequate supervision and evaluation of the independent work of students. (4: 119)

The variable with which we shall be experimenting in this research project is the following: heterogeneous group taught by one method; homogeneous group, by another. Our hypothesis could be stated thus: GIFTED STUDENTS WHO HAVE BEEN GROUPED INTO A CLASS WHERE INDEPENDENT STUDY CAN BE STRESSED WILL BENEFIT SIGNIFICANTLY MORE THAN GIFTED STUDENTS WHO HAVE BEEN GROUPED IN A CLUSTER INTO A REGULAR-SIZED ABLE CLASS WHERE

TRADITIONAL TEACHING METHODS ARE EMPLOYED.

Evaluation of the Project

> If ability grouping produces greater learning than the heterogeneous class, the comparative performance of equally gifted students placed in both types of class should somehow evidence the fact. If certain novel teaching techniques are presumed to have greater value for gifted students than more conventional classroom procedures, enough students should be exposed to each to make possible a reasoned decision as to the superiority of one over the other. (10: 64)

To ascertain the validity of our hypothesis, "the process of assessment and appraisal must be a continuing one, and it must be conducted in an ordered pattern." (10: 59) Naturally, there are many ways in which programs can be evaluated; among these ways are controlled-group experiments, case studies, student evaluation, teacher evaluation, parental evaluation, and post-graduation follow-up. Using any one or combination of these methods, one can utilize the following questions as a guide to evaluation:

1. Have the pupils shown academic growth beyond that which would normally be expected?
2. Have the programs had a beneficial effect on the personal and social adjustment of the pupils?
3. What are the problems and values involved in the conduct of various types of programs?
4. What are the attitudes of parents, teachers, and pupils toward various programs? (11: 89)

Statistical Procedures and Methods of Data Collection

> The specific outcomes or objectives, both short term and long range, appropriate for adequate development of the academically talented at this educational level need spelling out. Without this deliberate definition of a goal, efforts to improve programs will lack direction and purpose, and important decisions will be made on the basis of expediency. Evaluation of provisions for the academically talented is impossible without acknowledged goals. (4: 64-65)

These specific outcomes or objectives which are so necessary to effective evaluation are enumerated by subject areas in the next section, "Areas of Emphasis." Here we list specific measuring instruments which will be used

to evaluate this project:

1. Pre-test - post-test method
   a. Iowa Tests of Educational Development
   b. Cooperative English and U. S. History Tests (with college-level ceiling)
   c. The research paper (as judged by four teachers)
2. Other tests and rating scales for comparisons between two groups
   a. Watson - Glaser Critical Thinking
   b. Advanced Placement Test in American History
   c. Guilford Creativity Tests (Fluency, Flexibility, etc.)
   d. Calvin Taylor's Biographical Inventory
   e. Social Distance Scale
   f. Bloom's Taxonomy of Educational Objectives
3. Teacher observations and conferences
4. Counselor conferences
5. Student reports and observations
6. Parent meetings
7. Special consultants

We must keep in mind, however, that there will be some changes and improvements which cannot be measured effectively:

> Improvement in critical thinking or social responsibility may not be apparent until the end of the student's high-school education or even later. Nor can all aspects of an effective program in social studies be measured inside the classroom. (10: 62)

As we educators evaluate the program for effectiveness, we should constantly strive to develop in the students the ability to evaluate themselves realistically:

Students who are overrewarded in high school suffer severe frustration and discouragement when they encounter more demanding standards and more competitive conditions in college. Gifted students who learn to appraise themselves realistically in high school and who are held to high standards of accomplishment before they enter college are better prepared to meet the intellectual demands of college life. (10: 64)

The Place of the Teacher

No teacher, however, expert, can perform his task without the support of patient and sympathetic supervisors and administrators. Teachers of the academically talented require more than usual assistance.

If a pattern of selective grouping is followed, high-ability classes should be small enough to enable the teacher to supervise effectively the many original and creative activities which the student are expected to perform.

The teacher of the talented should have ample time during the school day to confer with students about their individual research projects and to correct and discuss their written assignments with them.

The teacher of the academically talented should be given sufficient relief from routine clerical and non-teaching duties to enable him to plan and prepare the special materials needed to vitalize his classroom instruction.

Teachers of the talented need encouragement and support in experimenting with curriculum, materials, and methods, using their own classes and school situations as laboratories for research.

Schools should make available to teachers of the talented the consultative services of educators, psychologists, and social scientists whenever their professional assistance can help to improve the program of instruction or evaluation.

Teachers of the talented need books, professional and scholarly journals, films, records, and tapes to promote their own professional growth and to whet the intellectual appetites of their students; and they need ample time to absorb and digest these materials.

Above all, the teacher of the academically talented needs to know that his supervisor and his school administrator are interested in his efforts and are ready to offer help, counsel, and a friendly ear whenever the challenge of his gifted charges seems too overwhelming. (10: 70-72)

This teacher has quoted this lengthy passage to show how closely our program approximates recommendations made by the NEA and the NCTSS; he has received

excellent cooperation from administrators, supervisors, librarians, counselors, and teachers. In the pilot project, the teacher will have a teacher assistant for three hours each day during the first semester and for two hours daily during the second semester. There will be a classroom library composed of books in both subject areas selected by the head librarian and teacher with the aid of special consultants. Finally, the classroom is approximately twice the size of a regular classroom; it can be quickly converted to accommodate varying classroom activities--large-group instruction, small-group instruction, or independent study.

AREAS OF EMPHASIS

INTRODUCTORY STATEMENT TO AREAS OF EMPHASIS

Concepts, meanings and relationships must be stressed. Students should be taught the method of the discipline as well as the content. Beyond this, the student needs insights into his own potentialities and his relationships to his fellow man and society in general. (4: 66)

Teachers should introduce more independent study in the classroom. They should ask rather than answer questions. However, care should be taken to provide an adequate amount of guidance for students undertaking independent studies so that they develop new skills and insights. (4: 62)

The ability to perform independent research and to communicate the findings in intelligent and effective writing is a skill that gifted persons must command if they are to put their talents to socially constructive use.... No matter what the topic, the research exercise should require the student to conform to the highest scholarly standards in the use of footnotes, the citation of sources, and the preparation of bibliography.... Guidance and assistance by the teacher at every stage of the research are essential. (10: 43-44)

These three quotations summarize very nicely what we are generally aiming for in both English 3A-3B and U. S. History AB for the gifted. Specific areas of emphasis in both subjects follow on subsequent pages.

TYPES OF ENRICHMENT

According to the NCTE - NEA publication English for the Academically Talented Student in the Secondary School, the following types of enrichment are possible for the able student in English:

1. Through broad units

   Organizing the study of literature according to major themes, such as "Crisis and Courage" (using books like Ole Rolvaag's Giants in the Earth and Stephen Crane's The Red Badge of Courage)

2. Through supplementary activities

   Making assignments in addition to the regular ones in line with what is being studied in class at that time

3. Through correlation with other subjects

   Providing lateral experiences in fields like music, art, or industrial arts

4. Through reading

   Making books more readily available through classroom libraries, book fairs, etc.

5. Through writing and speaking

   a. Entering various contests
   b. Publishing a class magazine or newspaper
   c. Producing special tapes
   d. Encouraging creative writing as out-of-class work

6. Through extracurricular activities

   (NOTE: ". . . there is the danger that bright pupils who have heavy homework assignments day after day will assume more extra-class responsibility than they should if they are to maintain their health and find time for leisure activities.") (9: 60)

7. Through the use of community resources

   a. Using the mass media (especially, television and motion pictures); appearing on the mass media to impart information to the public or to put on demonstrations
   b. Taking special field trips to museums and art galleries

c. Encouraging family projects (cultural experiences) to be shared with classmates through oral and written reports
d. Coordinating with public libraries for book talks, demonstrations, displays
e. Using parents and other people of special talents for talks or other planned activities

SOME LEARNINGS COMMON TO BOTH ENGLISH 3A-3B AND U.S. HISTORY AB

1. Manuscript rules

2. Problem-solving technique

3. Research process

4. Speech activities

   a. Panel
   b. Debate
   c. Forum
   d. Symposium
   e. Drama

5. Writing

   a. Annotations
   b. Book reviews
   c. Research or source paper
   d. Essay test
   e. Outlining
   f. Note-taking

6. Independent-study techniques

GENERAL OUTCOMES

A Columbia University publication Planning for Talented Youth suggests the following general outcomes for the gifted in a special program:

> Those selected will have a deeper and broader knowledge of the usual course of study materials for the ... high school.
> They will have more opportunities for individual creative work and for independent research.
> They will develop a more acute ability to think critically.
> They will develop greater skills of group participation.
> They will show more favorable attitudes toward school.
> They will develop keen interest in one or more school subjects earlier.
> They will develop vocational goals earlier.
> They will not show more signs of personal maladjustment.
> Their participation in school affairs will not decrease, and they will be accepted as leaders by their older school mates.
> More of them will continue their education beyond high school. (4: 90-96)

INTRODUCTORY STATEMENT TO HONORS ENGLISH 3A-3B

> Challenge and enrichment, not necessarily speed, should be the guide in developing a program in English for the academically talented. (4: 91)

Instruction in English should help gifted youngsters to think creatively and originally and to communicate honestly and accurately. Flexibility in classroom organization would allow the able student to undertake independent study which places emphasis on "initiative, originality, critical judgment, and responsibility." (9: 51)

According to the NCTE - NEA publication English for the Academically Talented Student in the Secondary School (9), the enrichment program in English should stress the following:

1. Extensive and intensive reading
2. Effective speech
3. Investigation and research skills
4. Unusually high standards of accomplishment

AREAS OF EMPHASIS IN HONORS ENGLISH 3A-3B

The following suggestions have been taken from the College Entrance Board publication Advanced Placement Program: Course Descriptions.

These areas of emphasis should be noted with the gifted:

1. "An advanced course is primarily concerned with the understanding of any piece of literature rather than with the works of any one period.... The course should lead to a fuller understanding and enjoyment of literature.... The student should be able to recognize and discuss general ideas or themes. Furthermore, by analyzing patterns of structure, rhetorical devices, techniques of characterization, the use of parallels and contrasts, and above all the connotative values of words, phrases, and figures of speech, the student should develop an understanding of the precision with which a literary work not only expresses ideas but suggests specific attitudes and evokes particular emotional responses. The student should also recognize an artistic device is of little value without an ability to demonstrate the relationships between form and content." (3: 53-54)

2. One phase of the basic training in close analysis should be "...an extensive study of several poems by a single author...." (3: 56)

3. Nonfictional works (especially essays) "... should be selected which can be studied with special attention to literary effects and the artistic means by which these effects are achieved." (3: 56)

4. The writing the student does "...pertaining to essays or other forms should be primarily critical and expository; he will be expected to think clearly, to write correctly, and to produce orderly, unified essays. He should choose words which are appropriate and exact, and he should be able to control his sentences and paragraphs so as to achieve effectiveness and variety in the development of his ideas.... The student should be required to write at least one paper a week. Some of this writing should be done in the classroom." (3: 57)

Advanced work in composition teaches students to write well about something important. The core of training in composition is, therefore, the frequent writing and careful revision of substantial themes on

subjects sufficiently mature to challenge both thought and linguistic powers. These themes should be distinguished by superior command of <u>substance</u>, thoughtfully and interestingly presented.

A good student writer will demonstrate a high level of proficiency in organization, combining clear sentences in well-shaped paragraphs and arranging these in an order clear to the reader as well as to himself. He is aware of the importance of organic structure, distinguishes the major parts and the subdivisions of the whole, and deliberately develops his paper with a sense of controlling purpose and orderly progression.

However, a neat pattern of paragraphs is not in itself proof of, and can never be an acceptable substitute for, sound and compelling <u>logic</u>. The good student writer will be sufficiently an analyst of his own ideas to avoid non sequiturs and redundancies. He is careful to support general statements with specific proofs; he distinguishes between causes and effects, between subjective reactions and objective judgments; and he has cultivated the ability to select fresh rather than hackneyed illustrations.

A good composition exhibits a feeling for style, displaying both precision and fluency. An able student will make use of the varieties of English sentence structure. His vocabulary will be distinguished not so much by its extent as by its exactness and appropriateness.

An advanced student will have complete mastery of the mechanics of writing. His command of the conventions of spelling, capitalization, and punctuation will be firm; his syntax will be clear and accurate.

SPECIFIC OUTCOMES IN HONORS ENGLISH 3A-3B

The NCTE - NEA publication English for the Academically Talented Student in the Secondary School suggests the following as some of the possible specific outcomes of an English program for gifted students in high school:

I. Language

A. Is the student constantly adding to his active and passive vocabulary and experimenting with difficult, appropriate words?
B. Does the student understand the manner in which the English language evolved and the changes that are now occurring in it?
C. Is the student aware of modern linguistic research and its cultural implications?
D. Does the student understand the imperfections of language as a medium of communication? Does he realize the relationship of language to the nonverbal arts: music, the dance, sculpture, painting, photography, and architecture?
E. Does the student have an understanding of elementary semantics, especially levels of abstraction?
F. Is the student aware of the relative and particular advantages of the oral word and the printed word in today's culture?
G. Does the student realize the power of language and mass media in community affairs?
H. Is the student aware of the power of language in national and international affairs?

II. Writing

A. Expository Composition

1. Is the content of the student's composition accurate, up-to-date, and as complete as possible?
2. Are the main ideas evident to the reader? Are they presented in a sequence or pattern that best achieves the author's purpose?
3. Are details and examples clearly related to main ideas?
4. Are the student's generalizations and conclusions based upon cause-and-effect relationships, reliable authorities, or other evidence?
5. Is the student's style direct, concise, and clear?
6. Does the student observe the principles of good exposition in writing assignments both in and out of his English class?
7. Is the student able to do research, using various library resources, and organize and present his findings in a well-documented and carefully written paper?

B. Creative Writing

1. Does the student convey his theme in an original, imaginative, and appropriate literary form?
2. Is the student's plot of a narrative carefully constructed but not contrived?
   a. Does the dialogue fit the characters and the situation?
   b. Is the reader prepared for the outcome of a story through the action and motives of the characters or through natural circumstances and events?
3. Do the vocabulary and style fit the subject, mood, and locale of the story or poem?
4. Does the student, in writing a poem, express vividly and concisely his feeling or mood?
5. Does the student experiment with original symbols, phrasing, and modes of expression in writing?
6. Does the student do creative writing during his leisure time?
7. Does the student assume important responsibilities for the school paper, literary magazine, or other publications?

III. Reading

A. Does the student know how to read various types of literature: poetry, drama, exposition, essays, and fiction?
B. Is the student able to appreciate and comprehend the thought and style in advanced literary forms?
C. Is the student able to follow the thought, to understand the symbols, and to experience the emotion in advanced poetic forms?
D. Is the student able to read persuasive material with critical judgment: to note half-truths, two-valued orientation, loaded words, emotional appeals, glittering abstractions, pseudo-authorities, and crooked or illogical reasoning?
E. Is the student able to discover special viewpoints, policies, or biases followed by the editors of daily newspapers and current periodicals?
F. Is the student able to define his purpose in reading and adjust his speed to the purpose and the complexity of the material read?

IV. Literature

A. Does the student read the best classics, as well as quality literature by modern writers?
B. Does the student read worthwhile literature during his leisure hours?
C. Does the student show steady growth in the quality and diversity of his reading, both in and out of school?
D. Does the student understand significant ideas and cultural values presented in great books and apply them when appropriate to his own life?

E. Does the student recognize and reject stereotyped and contrived plots?
F. Is the reader acquiring self-understanding and a realization of the factors that affect the behavior of people?
G. Does the student reject false or sentimental treatment of a subject in poetry and prose?
H. Does the student understand that some authors are influenced by their own experiences and philosophy to express a view of life through literature?
I. Is the student acquiring knowledge of the literary traditions of the Western World and selected classics of the Orient?
J. Does the student recognize the differences and similarities among various cultures and their values as expressed in literature?
K. Does the student understand the relation of literature to the other humanities, and that the humanities express man's search for truth and beauty?
L. Does the student read modern authors in the best literary periodicals?

V. Speaking

A. Does the student speak clearly and confidently in his class, at assemblies, and at local meetings of youth and adults?
B. Does the student take advantage of opportunities to appear on radio and television programs? If so, does he perform effectively?
C. Does the student participate in extra-class activities such as debating, dramatics, and book review clubs or seminars?
D. Is the student effective as a participant on a panel or public forum?
E. Does the student, as a president or group leader, follow parliamentary procedure and respect the right of all members of the group?
F. Does the student discuss controversial ideas intelligently and courteously?

VI. Listening

A. Does the student, while listening to speeches or lectures, distinguish between important ideas and irrelevant details and summarize the speaker's main points?
B. Can the student follow a line or reasoning and evaluate the validity of arguments and the conclusions reached?
C. Can the student take notes and outline a speaker's main points?
D. Does the student respond appreciatively to the emotional quality of poetic language?
E. Does the student respond appropriately to different types of prose: humor, irony, satire, tragedy?

F. Does the student evaluate the effectiveness of speakers in a panel or round table: whether they stick to the subject, present ideas fairly and facts honestly, and arrive at logical conclusions?

G. Does the student evaluate the relative merit of various radio and television programs and motion pictures in the light of their purposes? (9: 106-110)

INTRODUCTORY STATEMENT TO HONORS U. S. HISTORY AB

> The aim of social studies education, in the widest sense, is training for informed citizenship and community living in a democratic society .... Academically talented students, because of their more acute perceptions and keener insights, should be particularly trained to understand and analyze the values, judgments, and attitudes that underlie American society and to recognize and comprehend the attitudes and values of cultures other than their own. (10: 9-10)

Teachers planning the U. S. history curriculum for the gifted must be courageous and imaginative to exclude and include. "Often it will be more desirable to explore a single aspect of a historical era in detail than to study all of its developments superficially...." (10: 23) Underlying the instructional approach is the problem-solving technique through which the gifted students study history by topical units of an interdisciplinary character rather than by the textbook page-by-page, chapter-by-chapter approach. Thus, this course places greater stress on concepts, ideas, and theories than on just factual content. In addition, it emphasizes historical methodology, or historiography:

> Students should be taught not merely what the social sciences have discovered but also how the social scientist gathers his data, how these data are evaluated, and what their limitations are in the formulation of generalizations and hypotheses in social sciences. (10: 23)

AREAS OF EMPHASIS IN HONORS U. S. HISTORY AB

The student in a gifted class in United States History AB should be expected to demonstrate reasonable proficiency in the following areas (3: 21):

1. A knowledge of major documents, historians and interpretations of American history
2. A familiarity with the essay examination
3. An ability to use and interpret maps
4. A facility for note-taking from printed and lecture materials
5. An aptitude for dealing with limited topics in short research papers
6. A habit of extensive and intensive independent reading
7. A compunction for citing sources and giving credit for ideas and phrases

AREAS OF EMPHASIS IN HONORS U. S. HISTORY AB

Following is a synthesis of the main and recurring ideas in the social sciences (on all grade levels):

1. Man's comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past and of the various forces and agencies in society that influence the present.

2. Change is a condition of human society; societies rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history.

3. Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common human desires and aspirations.

4. People of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times.

5. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group co-operation in meeting individual and societal needs.

6. The culture under which an individual is reared and the social groups to which he belongs exert great influence on his ways of perceiving, thinking, feeling, and acting.

7. In the United States democracy is dependent on the process of free inquiry; this process provides for defining the problem, seeking data, using the scientific method in collecting evidence, restating the problem in terms of its interrelationships, arriving at a principle that is applicable, and applying the principle in the solution of the problem.

8. The basic substance of a society is rooted in its values; assessing the nature of its values is the most persistent and important problem faced by human beings.

9. Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world.

10. The work of society is carried out through organized groups; group membership involves opportunities, responsibilities, and the development of leadership.

11. Organized group life of all types must act in accordance with established rules of social relationships and a system of social controls.

12. All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life.

13. Democracy is based on such beliefs as the integrity of man, the dignity of the individual, equality of opportunity, man's rationality, man's morality, man's ability to govern himself and to solve his problems cooperatively.

14. Many people believe that physically man is the product of the same biological evolution as the rest of the animal kingdom. Man is in many ways similar to other animals, but a most important difference exists as a result of man's rationality and in the body of knowledge, beliefs, and values that constitute man's culture.

15. All human beings are of one biological species within which occur negligible variations.

16. Environment affects man's way of living, and man, in turn, modifies his environment.

17. One of the factors affecting man's mode of life is his natural environment. Weather and climate and regional differences in land forms, soils, drainage, and natural vegetation largely influence the relative density of population in the various regions of the world.

18. Because man must use natural resources to survive, the distribution and use of these resources affect where he lives on the earth's surface and to some extent how well he lives. The level of his technology affects how he produces, exchanges, transports, and consumes his goods.

Further synthesis of the foregoing main ideas results in these terms--society, culture, environment, values, change, continuity, interdependence, personal development, and democratic living--which may be regarded as strands of emphasis to be incorporated into the total social studies program. (2: 40-42)

AREAS OF EMPHASIS IN HONORS U. S. HISTORY AB

Possible Topics for Independent Study

1. America and Europe
   - immigration and immigration policy
   - transplantation of institutions and ideas
   - economic ties
   - diplomacy

2. The westward movement
   - significance of various frontiers
   - territorial expansion
   - land policy
   - population shifts

3. Making of American nationalism
   - constitutionalism
   - economic developments
   - wars and diplomacy
   - the Supreme Court
   - national heroes
   - literature

4. Divisive ideas and interests
   - sections
   - classes
   - states' rights
   - minorities

5. Development of political ideas
   - European heritage
   - colonial contributions
   - the Constitution
   - conservative vs. "liberal" tradition

6. Political party system
   - origins
   - contests
   - evolution
   - minor parties

7. Business enterprise
   - types and methods of organization in commerce, industry and finance
   - achievement
   - business cycles
   - science and technology

8. American labor systems and organization
   - indentured servitude
   - slavery
   - wage labor
   - contract labor
   - unions
   - legislation

9. American agriculture
   - shift from subsistence to commercial agriculture
   - agrarianism
   - mechanization
   - subsidy
   - legislation

10. Government and American economy
    - regulation
    - promotion
    - protection

11. America's reform movements
    - roots
    - varieties
    - methods
    - achievements

12. America as a world power
    - 19th century background
    - imperialism
    - quest for security

13. Wars and their impact on the U. S.
    - causes
    - conduct
    - consequences

14. Leadership in America
    - military
    - political
    - economic
    - intellectual
    - religious
    - educational

SPECIFIC OUTCOMES IN HONORS U. S. HISTORY AB

According to the NCSS - NEA publication Social Studies for the Academically Talented Student in the Secondary School, the following are essential outcomes of learning in a social-studies program for the academically talented:

> Knowledge, measured by depth and precision of understanding rather than mere additions to the store of factual information, and facility in the handling of concepts and ideas.
>
> Skills and work habits, such as the ability to generalize, to think abstractly, to think critically, to draw inferences from factual data; to collect, organize, and interpret the data of the social sciences; to perceive trends, tendencies, patterns, and causal relationships in social data; to recognize and formulate hypotheses arising from social data, and to understand and use methods for testing the validity of these hypotheses; to plan and pursue independent work and study; to read with discrimination and comprehension, to write and speak with order and clarity.
>
> Values and attitudes, including open-mindedness, tolerance of different points of view, and respect for facts, together with a firm insistence upon intellectual integrity even in the face of popular opposition; a healthy respect for the social contributions of persons of lesser mental ability; recognition and critical analysis of one's own prejudices and of others and their relation to the solution of social problems; appreciation of the ethical values in human relations and of the responsibility of gifted individuals to place their talents at the service of society, either in extending the limits of knowledge or in social action.
>
> Participation in group action looking toward the solution of social problems, either as an influential leader or as a perceptive, informed, and cooperative follower. (10: 60-61)

LESSON PLANS

INTRODUCTION TO LESSON PLANS

In this section is the overview of Honors English 3A-3B and U. S. History AB (a) by semesters and (b) by quarters. In addition, there are two sample lesson plans: (a) a weekly plan and (b) a daily plan. The entries in these plans include the following:

1. General skills or emphases
2. Major assignments
3. Major concepts
    a. Audio-visual aids
    b. Supplementary books

Not to be shown simultaneously to the entire class in all cases, the films will be utilized in various ways to suit the situations at hand.

To fit into the small blocks used in the format of semester and quarter plans, the entries are not parallel in construction.

FIRST-SEMESTER PLAN*
(Items in parentheses indicate concurrent activities.)

Week	English 3A	U. S. History A
1	Orientation; Introduction to Subject Areas; Pre-Testing; Introduction to Problem-Solving Technique	
2	INTRODUCTORY LITERATURE Outlining Note-taking	BASIC TENETS OF AMERICAN DEMOCRACY General-Source Reports
3	COLONIAL TIME (The Scarlet Letter) (English Department Diagnostic Test)	EARLY AMERICA
4	MAKING OF A NATION (The Scarlet Letter)	NEW NATION History-Source Reports
5	FLOWERING OF EAST, I The Scarlet Letter	Research Paper #1 Due
6	Research-Paper Skills English-Source Reports (Instituting of the Trump Plan)	NATION GROWS, DEMOCRACY DEVELOPS
7	(10/29 - 10/30 - ITED Testing Program)	Problem-Solving Panel
8	Paraphrase and Precis	Problem-Solving Panel Research-Paper Topic Due
9 (11/11--Holiday)		Research-Paper Bibliographical Cards Due Research-Paper Preliminary Outline Due
10	PIONEER LIFE AND LITERATURE Red Badge of Courage	TORN BY CONFLICT
11 (11/28-29 -- Holidays)	WAR BETWEEN THE STATES Red Badge of Courage Review of Paragraph Types	Research-Paper Note Cards and Final Outline Due
12	Red Badge of Courage	

*This plan is merely a guide for the teacher and student. There is great flexibility possible.

FIRST-SEMESTER PLAN (CONT.)

Week	English 3A	U. S. History A
13	FLOWERING OF EAST, II Walden	Research Paper #2 Due
14 (12/23-1/3--Christmas Vacation)	Walden	MODERN AMERICA
15	Walden	Problem-Solving Panel
16	(1/7 - 1/8 - Departmental Testing Program)	Problem-Solving Panel
17	REVIEW The Adventures of Huck Finn	
18	The Adventures of Huck Finn	REVIEW

SECOND-SEMESTER PLAN*
(Items in parentheses indicate concurrent activities.)

Week	English 3B	U. S. History B
1b	THE SHORT STORY Postwar West (The Adventure of Huck Finn)	U. S., A WORLD POWER
2b (2/12-- Holiday)	Rise of Realism	Research-Paper Topic Due
3b	Rise of Realism (Moby Dick)	Research-Paper Bibliographical Cards Due Research-Paper Preliminary Outline Due
4b	Modern Fiction (Moby Dick)	
5b	Modern Fiction (Moby Dick)	Research-Paper Note Cards and Final Outline Due
6b (3/13-- B.I.E. Day)	THE NOVEL Moby Dick	U. S. BETWEEN TWO WORLD WARS
7b (3/23- 3/27 -- Spring Vacation)	The Old Man and the Sea	Research Paper #3 Due Problem-Solving Panel
8b	The Old Man and the Sea	Problem-Solving Panel
9b	NONFICTION Postwar West (Nonfiction Book)	
10b	Modern Nonfiction Book Review (Nonfiction Book)	U. S. IN TODAY'S WORLD Assignment of Research Paper #4
11b	Modern Nonfiction (Nonfiction Book)	

*This plan is merely a guide for the teacher and student. There is great flexibility possible.

SECOND-SEMESTER PLAN (CONT.)

Week	English 3B	U. S. History B
12b	POETRY New Directions in Poetry	
13b	New Directions in Poetry (The Bridge of S. L. R.)	
14b	Modern Poetry (The Bridge of S. L. R.)	(Advanced Placement Test in American History)
15b	Modern Poetry (The Bridge of S. L. R.) (5/21 - 5/22 - ITED Testing Program)	CONFLICTING IDEOLOGIES
16b	DRAMA Our Town (5/26 - 5/27 - Departmental Testing Program)	Research Paper #4 Due Problem-Solving Panel
17b	Dramatic Presentation Rehearsal (6/2 - 6/3 - Cooperative Testing Program)	Problem-Solving Panel
18b	Dramatic Presentations	
19b	LAST WEEK OF SCHOOL	LAST WEEK OF SCHOOL

FIRST-QUARTER PLAN*

Week	English 3A	U. S. History A
1	Orientation; Introduction to Subject Areas: Introduction to Problem-Solving Technique ("You're on Your Own"); Pre-Testing (Cooperative Tests) 1. Assignment of Research Paper #1 2. Sound filmstrip Junior Basic Course (10 min.), sound-slide film Time of Decision (25 min.) 3. Gehlmann, pp. 1-44, 404-417	
2	INTRODUCTORY LITERATURE 1. Outlining, note-taking 2. Introduction to the humanities Sd 808. 2-3, The Humanities... (29 min.), color 3. Gehlmann, pp. 196-199 (Eisenhower); p. 258 ("The Road..."); pp. 300-302 (Sandburg); p. 613 ("Stanzas..."); p. 746 ("I Hear...")	BASIC TENETS OF AMERICAN DEMOCRACY 1. General-source reports 2. Critical-thinking and problem-solving skills a. Sd 371. 3-15, How To Judge Facts (10 min.) b. Sd 323-15, Picture in Your Mind (16 min.), color c. Between Two Worlds (25 min.), color 3. Individuality in America The Long Journey (22 min.), color 4. Key American documents and speeches
3	COLONIAL TIME 1. English Departmental Diagnostic Test 2. Beginnings of America Literature a. Sd 810-1, Am. Lit.: Colonial Times (10 min.) b. Gehlmann, pp. 418-453 (survey) 3. The Scarlet Letter (reading and analyzing)	EARLY AMERICA 1. Introduction of principles of independent study 2. Causes of the American Revolution a. Sd 973. 3-3, American Revolution (15 min.), color b. Readings in Amherst pamphlet Causes of the American Revolution
4	MAKING OF A NATION 1. The thoughts of the first Americans a. Sd 810-3, Am. Lit: Revolutionary Times (10 min.) b. Gehlmann, pp. 456-493 (survey with emphasis on Franklin's Autobiography) 2. The Scarlet Letter (reading and analyzing)	NEW NATION 1. History-source reports 2. Sources of U. S. Constitution--European and colonial Tape of problem-solving panel 3. U. S. Constitution--basic principles Sd 973-20, One Nation (57 min.)

*This plan is merely a guide for the teacher and student. There is great flexibility possible.

FIRST-QUARTER PLAN (CONT.)

Week	English 3A	U. S. History A
5	FLOWERING OF EAST, I 1. Introduction to truly national literature Sd 810-2, Am. Lit.: Early National Period (10 min.) 2. Nathaniel Hawthorne-- a major novelist a. Sd 800-1, Lit. Appreciation: Stories (13 min.), color b. The Scarlet Letter (analysis and criticism)	1. Research Paper #1 due 2. The Federalist Era; Jefferson vs. Hamilton Sd 973-21, One Nation Indivisible (62 min.) 3. Jefferson, the President 4. War of 1812--causes
6	(10/21--Instituting of the Trump Plan) 1. Teaching of research-paper skills ("You're on Your Own") 2. English-source reports 3. Herman Melville (also see 3rd quarter) Sd 813-3, Moby Dick (30 min.), color 4. James Fenimore Cooper--an important contributor to the American novel	NATION GROWS, DEMOCRACY DEVELOPS 1. Introduction of current-events committees; use of New York Times filmstrips 2. Era of Good Feelings
7	(10/29 - 10/30 -- UTED Testing Program) 1. Washington Irving R928-3, Washington Irving, color 2. Poetry; poetic devices a. Sd 811-1, Lit. Appreciation: How To Read Poetry (10 min.) b. William Cullen Bryant 1) R811-1, Bryant, color 2) Not Alone (25 min.), color	1. Setting up of problem-solving panels 2. Manifest destiny and territorial expansion
8	1. Paraphrase and précis 2. Edgar Allan Poe--short-story writer Sd 811-2, Edgar Allan Poe: Background for His Works (14 min.), color	1. Presentation of problem-solving panels 2. Research-paper topic due (1816-1876) 3. Jacksonian democracy

FIRST-QUARTER PLAN (CONT.)

Week	English 3A	U. S. History A
9 (11/11--Holiday)	1. Edgar Allan Poe--the poet a. Choral reading, "The Bells" b. Structure of poems	1. Research-paper bibliographical cards due 2. Research-paper preliminary outline due 3. Current-events seminars 4. The Supreme Court to 1850--changes, growth, precedents

SECOND-QUARTER PLAN*

Week	English 3A	U. S. History A
10	PIONEER LIFE AND LITERATURE 1. The advancing frontier a. Introduction with Sd 810-5, Am. Lit.: The Westward Movement (11 min.) b. Survey of literature in Gehlmann with emphasis on Parkman (land frontier) and Dana (sea frontier) 2. Introduction to The Red Badge...	TORN BY CONFLICT 1. Causes of the Civil War--political, economic, social, psychological a. R 973.7-5, Causes of the Civil War, color b. Readings in Amherst pamphlet Causes of the American Civil War
11 (11/28-11/29--Holidays)	WAR BETWEEN THE STATES 1. Review of paragraph types 2. Literature written during Civil War (survey with emphasis on Lincoln - Lee comparison-contrast) 3. Reading of The Red Badge...	1. Research-paper note cards and final outline due 2. The Civil War a. Sd 973.7-9, True Story of Civil War (33 min.) b. R973.7-11, Civil War at Sea, color c. R973.7-10, Sherman's March to Sea, color d. R973.7-8, Road to Appomattox, color 3. Economic growth of the North
12	1. Review of paragraph types 2. Literature about Civil War written in 20th century a. Gehlmann, pp. 225-233 (Sandburg); p. 278 (Lindsay), pp. 288-290 (Benét); pp. 297-299 (Johnson) b. Other sources 3. Critical analysis of The Red Badge...	1. Reconstruction problems and accomplishments a. Sd 973.8-1, Johnson and Reconstruction (41 min.) b. R973.7-9, Reconstruction, color
13	FLOWERING OF EAST, II 1. Review of paragraph types 2. Instruction on the essay test 3. Introduction to New England's Golden Day R810-1, Am. Lit. -- New England 4. Ralph Waldo Emerson R974.4-2, Emerson's New England, color 5. Walden (reading, discussing, analyzing)	1. Research Paper #2 due 2. Reconstruction problems and accomplishments 3. Postwar West-- status

*This plan is merely a guide for the teacher and student. There is great flexibility possible.

SECOND-QUARTER PLAN (CONT.)

Week	English 3A	U. S. History A
14 (12/23-1/3--Christmas Vacation)	1. Review of paragraph types 2. James Russell Lowell a. R811-3, Lowell, color b. The Vision of Sir Launfal 3. Walden (reading, discussing, analyzing)	MODERN AMERICA 1. Current-events seminars 2. Rise of big business and growth of labor Sd 331.8-2, Labor Movement: Beginning and Growth in America (13 min.)
15	1. Henry Wadsworth Longfellow a. R928-1, Longfellow, color b. Survey with emphasis on "Hymn to the Night" and "Divina Commedia I" 2. Oliver Wendell Holmes a. "The Chambered Nautilus" b. More Stately Mansions (22 min.), color 3. Walden (reading, discussing, analyzing)	1. Setting up of problem-solving panels 2. Agrarian movement
	(1/7 - 1/8 -- Departmental Testing Program)	
16	1. John Greenleaf Whittier a. R928-2, Whittier, color b. Snow-Bound	1. Presentation of problem-solving panels 2. Turner Thesis Readings in Amherst pamphlet
17	REVIEW--LITERATURE 1. Literary terminology 2. Major American writers and their works 3. Critical analysis of literature The Adventures of Huckleberry Time (reading)	1. Current-events seminars 2. Revolution in American foreign policy a. Sd 327-4, Growth of American Foreign Policy (15 min.) b. Sd 996.9-4, Hawaii--The Island State (20 min.) color
18	REVIEW--USAGE & COMPOSITION 1. Types of paragraph 2. Précis and paraphrase 3. Essay test 4. Research paper	REVIEW 1. Problem-solving technique 2. Varying viewpoints and interpretations 3. Original sources and general references

THIRD-QUARTER PLAN*

Week	English 3B	U. S. History B
1b	THE SHORT STORY Postwar West 1. Mark Twain (Gehlmann, pp. 707-720) a. Sd 810-6, Mark Twain: Background and His Works (13½ min.), color b. Sd 973.8-3, Mark Twain's America (54 min.) c. LP 810-1, Mark Twain Tonight d. Discussion and critical analysis of The Adventures of Huck Finn	U. S., A WORLD POWER 1. Political developments
2b (2/12-Holiday)	Postwar West 1. Gehlmann, pp. 691-707; 720-726 (survey with emphasis on Harte) Rise of Realism 1. Sd 810-4, Am. Lit.: The Realists (10 min.) 2. Gehlmann, pp. 781-798 (survey with emphasis on Garland)	1. Research-paper topic due 2. Economic developments R332.11-1, Role of the Federal Reserve Bank (3 filmstrips), color, guide with narration
3b	Rise of Realism 1. Gehlmann, pp. 798-823 (survey with emphasis on London) [Moby Dick (reading)]	1. Research-paper bibliographical cards due 2. Research-paper preliminary outline due 3. Economic developments
4b	Modern Fiction 1. American literature in the modern world Gehlmann, pp. 824-832 2. Review of structure of short story 3. Gehlmann, pp. 45-99 (survey with emphasis on Faulkner and Steinbeck) [Moby Dick (reading)]	1. American foreign policy (excluding participation in World War I)

*This plan is merely a guide for the teacher and student. There is great flexibility possible.

THIRD-QUARTER PLAN (CONT.)

Week	English 3B	U. S. History B
5b	Modern Fiction 1. Gehlmann, pp. 100-130 (survey with emphasis on Thurber, Hemingway, and Stuart) Moby Dick (reading)	1. Research-paper note cards and final outline due 2. U. S. participation in World War I a. Sd 973.9-4, Woodrow Wilson: Spokesman for Tomorrow (27 min.) b. Sd 940.3-2, World War I (28 min.) 3. Readings in Amherst pamphlet Wilson at Versailles
6b (3/13-B.I.E. Day)	THE NOVEL 1. Introduction to the American novel a. Sd 808.3-1, The Novel; What It Is, What It's About, What It Does (45 min.), color b. Gehlmann, pp. 130-141 2. Structure of a novel 3. Discussion and critical analysis of Moby Dick	U. S. BETWEEN TWO WORLD WARS 1. The domestic scene in the 1920's a. Sd 973.9-2, The Golden Twenties (68 min.) b. PR 909-3, I Can Hear It Now (1919-1932)
7b (3/23-3/27-Spring Vacation	1. The sea in American literature Sd 800-2, The Sea: Background for Literature (11 min.), color 2. Development of the America novel 3. Reading and discussing of The Old Man and the Sea	1. Research Paper #3 Due 2. Setting up of problem-solving panels 3. The New Deal a. Sd 973.9-7, The 1930's (28 min.) b. PR 909-1, I Can Hear It Now (1933-1945)
8b	1. Discussion and critical analysis of The Old Man and the Sea 2. Student panel on American novel	1. Presentation of problem-solving panels 2. The New Deal Readings in Amherst pamphlet The New Deal: Revolution or Evolution?

THIRD-QUARTER PLAN (CONT.)

Week	English 3B	U. S. History B
9b	NONFICTION Postwar West (Gehlmann, pp. 727-730) Modern Nonfiction 1. Introduction to nonfiction Gehlmann, pp. 145-156 2. Essays and articles a. Book reviews (Gehlmann, pp. 204-212) b. Writing of a book review 3. Reading of a nonfiction book	1. American foreign policy Sd 940-3, World War II: Prologue, U. S. A. (28 min.)

FOURTH-QUARTER PLAN*

Week	English 3B	U. S. History B
10b	Modern Nonfiction 1. Essays and articles a. Gehlmann, pp. 157-204 (survey with emphasis on Wolfe and Schulberg) b. Writing of informal essay 2. Reading of nonfiction book	U. S. IN TODAY'S WORLD 1. Assignment of Research Paper #4 2. U. S. participation in World War II a. PR 909-1, I Can Hear It Now (1933-1945) b. Sd 943-14, The Twisted Cross (54 min.)
11b	Modern Nonfiction 1. Biography Gehlmann, pp. 216-250 (survey with emphasis on Freeman and Skinner) 2. Discussion of nonfiction books	1. The domestic scene under Truman, Eisenhower, and Kennedy a. PR 909-2, I Can Hear It Now (1945-1949) b. R 973-24, Momentous Decade: The Fifties c. R 353-17, Kennedy Charts His Course
12b	POETRY New Directions in Poetry 1. Review of poetic devices and terminology 2. Walt Whitman--free-verse poet a. R 811-4, Whitman, color b. Survey with emphasis on "From Song of Myself," "Carol of Death," "Thou Mother..." 3. Sidney Lanier--musician-poet a. R 811-6, Lanier, color b. Survey with emphasis on "The Marshes of Glynn"	1. Review for the Advanced Placement Test 2. The domestic scene under Truman, Eisenhower, and Kennedy
13b	New Directions in Poetry 1. Emily Dickinson-- poet of condensation a. R 811-5, Dickinson, color b. Survey with emphasis on "I Never Saw...," "A Word," "Some Keep...," "I'm Nobody" 2. Edwin A. Robinson--portrait poet Survey with emphasis on "Richard Cory," "The Master" [The Bridge of S. L. R. (reading)]	1. Review for the Advanced Placement Test 2. American foreign policy under Truman, Eisenhower, and Kennedy Sd 327-3, Planning Our Foreign Policy (21 min.)

*This plan is merely a guide for the teacher and student. There is great flexibility possible.

Week	English 3B	U. S. History B
14b	Modern Poetry 1. Introduction to modern poetry Gehlmann, pp. 254-256 2. Gehlmann, pp. 258-296 (survey with emphasis on Frost and Wylie) [The Bridge of S. L. R. (reading)]	(Advanced Placement Test in American History) 1. Review for the Advanced Placement Test 2. American foreign policy under Truman, Eisenhower, and Kennedy
15b	(5/21 - 5/22 -- ITED Testing Program) Modern Poetry 1. Gehlmann, pp. 296-343 (survey with emphasis on Sandburg and Millay) [The Bridge of S. L. R. (critical analysis)]	CONFLICTING IDEOLOGIES 1. Democracy as a way of life 2. Communism as a way of life Sd 947-10, Nightmare in Red (54 min.)
16b	(5/26 - 5/27 - Departmental Testing Program) DRAMA 1. Introduction to drama a. Sd 808.2-4, The Theatre: One of the Humanities (28 min), color b. Sd 808.2-2, Literature Appreciation: How To Read Plays (11 min.) c. Gehlmann, pp. 345-348 2. Study of Our Town (Gehlmann, pp. 362-399) a. Sd 808.2-5, Our Town and Our Universe (28 min.), color b. Sd 808.2-6, Our Town and Ourselves (28 min.), color	1. Research Paper #4 due 2. Setting up of probelm-solving panels 3. Communism as a way of life a. R 940.5-2, Key Crises in the Cold War b. R 355.1-1, Uneasy Comrades: Russia and Communist China
17b	(6/2 - 6/3 - Cooperative Testing Program) 1. Dramatic-presentation rehearsal	1. Presentation of problem-solving panels 2. Economic systems under democracy and Communism
18b	1. Dramatic presentations	1. The challenge of Communism today
19b	LAST WEEK OF SCHOOL-- REVIEW 1. Analysis of writing experiences 2. Research process 3. Communication skills 4. Literature appreciation 5. Critical analysis of literature	LAST WEEK OF SCHOOL-- REVIEW 1. Problem-solving technique 2. Historiography

WEEKLY SCHEDULES

Starting with approximately the fifth week, the classes will generally be conducted on the following schedules:

Regular Weekly Schedule
(LGI=40%; LS=40%; SGD=20%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	LGI - English	IS - English	LGI - English	IS - U.S.History	LGI - U.S.History
Period 2	LGI - U.S.History	↓	SGD - English or U.S.History	↓	SGD - English or U.S.History

Test Schedule
(LGI=40%; IS=40%; SGD=20%)

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	LGI - English & U.S.History	LGI - English (TEST)	LGI U.S.History (TEST)	IS - English & U.S.History	LGI - English & U.S.History
Period 2	SGD - English or U.S.History	IS - U.S.History	IS - English	↓	SGD - English or U.S.History

LGI = Large-Group Instruction
IS = Independent Study
SGD = Small-Group Discussion

WEEKLY LESSON PLAN

ENGLISH 3A-3B
U. S. HISTORY AB

Unit Orientation

Week # 1

GOALS OR PURPOSES	CONCEPTS	PROCEDURE	MATERIALS
MONDAY 1. To introduce the following: a. Self b. Course c. Textbooks d. Approach 2. To make assignments for the week	Trump Plan of class organization Working definitic s of American and basic tenets	1. Take care of routines--seating, A.S.B. Card selling, etc. 2. Introduce the course by giving an overview. a. Pass out information pamphlets. b. Show Junior Basic Course (10 min.). c. Pass out textbooks. 3. Go over assignments for the week.	A.S.B. Cards Information cards Information pamphlets Filmstrip projector Tape recorder Filmstrip and tape Textbooks Assignment sheets
TUESDAY 1. To administer the Cooperative Literature Comprehension and Appreciation Test 2. To introduce the following: a. Problem-solving technique b. Independent-study time budget c. Classroom-library use	Concept of independent study Problem-solving technique (beginning understanding)	1. Administer the Cooperative Literature Comprehension and Appreciation Test (40 min.). 2. Assign Research Paper #1. 3. Discuss independent-study time budget. 4. Discuss the use of the classroom library. 5. Introduce the problem-solving technique.	Cooperative Literature Comprehension and Appreciation Tests "Independent-Study Topics" "You're on Your Own"

WEEKLY LESSON PLAN

ENGLISH 3A-3B
U. S. HISTORY AB

Unit Orientation

Week # 1

p. 2

GOALS OR PURPOSES	CONCEPTS	PROCEDURE	MATERIALS
WEDNESDAY 1. To administer the Cooperative English Tests (Single Booklet Edition)		1. Administer the Cooperative English Tests (Single Booklet Edition) (80 min.). 2. Give class time for independent reading.	Cooperative English Tests (Single Booklet Edition)
THURSDAY 1. To administer the Cooperative American History Test 2. To go over manuscript rules 3. To discuss definition of American literature	Working definition of American literature Working definition of American heritage	1. Administer the Cooperative American History Test (40 min.). 2. Go over manuscript rules. 3. Discuss definition of American literature. a. Discuss week's reading. b. Discuss Frost's "The Road Not Taken." c. Introduce, show, discuss Time of Decision (25 min.), color.	Cooperative American History Tests Manuscript rules Gehlmann Slide projector Tape recorder Slides and tape
FRIDAY 1. To have class write Theme # 1 2. To begin discussion of U. S. History Problem #1	Sources of authority throughout the history of man	1. Have the class write Theme #1: "Something about Me You Should Know." 2. Begin discussion of U. S. History Problem #1 in small groups.	Theme paper Dictionaries Thesauruses Leopold & Link

DAILY LESSON PLAN

ENGLISH 3A-3B
U. S. HISTORY AB

Unit Orientation

Week # 1
Day: Monday
p. 1

GOALS OR PURPOSES	CONCEPTS	PROCEDURES	MATERIALS
MONDAY 1. To introduce the following: a. Self b. Course c. Textbooks d. Approach 2. To make assignments for the week	Trump Plan of class organization	1. Introduce self and speak briefly about own background. 2. Take roll and seat students alphabetically. 3. Sign program slips and have the students fill in the information at the bottom of the enrollment cards. 4. Conduct A.S.B. Card sale. 5. Have students fill out information cards for my files -- personal data, daily schedule, etc. 6. Give a brief overview of the course. a. Pass out and discuss information pamphlet for the course. b. Introduce and show filmstrip Junior Basic Course (black and white with sound, 10 minutes). c. Pass out textbooks: Warriner, English Grammar and Composition Fuller & Achtenhagen, Four American Novels	A.S.B. Cards Information cards Information pamphlets Filmstrip projector Tape recorder Filmstrip and tape Textbooks

DAILY LESSON PLAN

ENGLISH 3A-3B
U. S. HISTORY AB

Unit Orientation

Week # 1
Day: Monday
p. 2

GOALS OR PURPOSES	CONCEPTS	PROCEDURE	MATERIALS
		Gehlmann & Bowman, Adventures in American Literature Todd & Curtl, Rise of the American Nation Leopold & Link, Problems in American History 1) Have students fill out cards. 2) Have them cover their books. 3) Ask them to note ink marks and torn pages. 4) Look through texts and point out outstanding features.	Textbook cards Book covers
		d. Pass out and discuss the assignment sheet. 1) Readings for the week: Todd, "Epilogue" (Wed.) Gehlmann, pp. 1-44; 404-417 (Th.) 2) Write questions you would like to discuss in class. 3) List all basic tenets of American democracy possible. 4) Long-term assignment: Research Paper # 1 (due on 10/14)	Assignment sheets

DAILY LESSON PLAN

ENGLISH 3A-3B
U. S. HISTORY AB

Unit Orientation

Week # 1
Day: Monday
p. 3

GOALS OR PURPOSES	CONCEPTS	PROCEDURE	MATERIALS
	Beginning (or working) definition of American	7. Go over school and class rules -- tardiness, smoking, dress, etc. 8. If time remains, read to the class the selection by Crevecoeur on "What Is an American?"	Literature book with selection by Crevecoeur

SELECTED BIBLIOGRAPHY
FOR THE TEACHER
AND THE STUDENT

GENERAL REFERENCES

Adler, Mortimer J. (chief ed.). The Great Ideas (A Syntopicon of Great Books of the Western World), 53 vols. Chicago: Encyclopedia Britannica, Inc., 1952.

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Shores, Louis. Basic Reference Sources. Chicago: American Library Association, 1954.

World Almanac and Book of Facts, The New York World-Telegram Corporation, published annually.

World Book Encyclopedia, The, 20 vols. Chicago: Field Enterprises Educational Corporation, 1962.

Who's Who in America. Chicago: The A. N. Marquis Company, revised and reissued biennially.

DEWEY-DECIMAL CLASSIFICATION FOR AMERICAN LITERATURE

810	AMERICAN LITERATURE	
.1	Philosophy	
.2	Compends	
.3	Dictionaries	
.4	Essays on American literature	
.5	Periodicals	
.6	Societies	
.7	Study and teaching	
.8	Collections	
.9	History of American literature	
811	AMERICAN POETRY	
.1	Colonial	1607-1776
.2	Post-revolutionary	1776-1830
.3	Middle 19th century	1830-'61
.4	Later 19th century	1861-1900
.5	Early 20th century	1901-
812	AMERICAN DRAMA	
	(Subdivided by periods like 811)	
813	AMERICAN FICTION	
	(Subdivided by periods like 811)	
814	AMERICAN ESSAYS	
	(Subdivided by periods like 811)	
815	AMERICAN ORATORY	
	(Subdivided by periods like 811)	
816	AMERICAN LETTERS	
	(Subdivided by periods like 811)	
817	AMERICAN SATIRE AND HUMOR	
	(Subdivided by periods like 811)	
818	AMERICAN MISCELLANY	
	(Subdivided by periods like 811 through .5)	
.9	American (U. S.) dialect, racial and local literature	

DEWEY-DECIMAL CLASSIFICATION
FOR UNITED STATES HISTORY

SOCIAL SCIENCES

300 SOCIOLOGY IN GENERAL

310 STATISTICS

320 POLITICAL SCIENCE

330 ECONOMICS; POLITICAL ECONOMY

340 LAW

350 ADMINISTRATION

360 WELFARE AND SOCIAL ASSOCIATIONS AND INSTITUTIONS

370 EDUCATION

380 COMMERCE; COMMUNICATION

390 CUSTOMS; COSTUMES; FOLKLORE

HISTORY

900 HISTORY IN GENERAL

901 Philosophy, theories, etc.; history of civilization
902 Compends, chronologies, charts, outlines
903 Dictionaries, cyclopedias, etc.
904 Essays, lectures, addresses
905 Periodicals, historical magazines
906 Societies, transactions, etc.
907 Historiography, methods of teaching, writing, etc.
908 Polygraphy, collected works, extracts, etc.
909 Universal and general modern histories

910 GEOGRAPHY AND TRAVELS--DESCRIPTIONS

920 BIOGRAPHY

930 ANCIENT HISTORY

940 EUROPE

950 ASIA

960 AFRICA

970 NORTH AMERICA

973 UNITED STATES

.1	Discovery	-1607
.2	Colonial	1607-1775
.3	Revolution and confederation	1775-1789
.4	Constitutional	1789-1809
.5	Early 19th century	1809-1845
.6	Middle 19th century	1845-1861
.7	Civil War	1861-1865
.8	Later 19th century	1865-1901
.9	20th century	1901-

980 SOUTH AMERICA; LATIN AMERICA; SPANISH AMERICA

990 OCEANIA; POLAR REGIONS

REFERENCES FOR AMERICAN LITERATURE

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Sell, Violet; Smith, Dorothy B. Frizzell; O'Hoyt, Ardis Sarff; and Bakke, Mildred. Subject Index to Poetry for Children and Young People. Chicago: American Library Association, 1957.

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Wright, Lyle H. American Fiction -- 1851-1875. Los Angeles: Anderson, Ritchie & Simon, 1957.

BOOK LIST COMPILED FROM NCTE'S BOOKS FOR YOU (12)

Benét, Stephen Vincent. John Brown's Body.

Buck, Pearl. The Good Earth.

Cather, Willa. Death Comes for the Archbishop.

Cather, Willa. My Antonia.

Clemens, Samuel. The Adventures of Huckleberry Finn.

Clemens, Samuel. A Connecticut Yankee in King Arthur's Court.

Cooper, James F. The Last of the Mohicans.

Crane, Stephen. The Red Badge of Courage.

Dreiser, Theodore. An American Tragedy

Fitzgerald, F. Scott. The Great Gatsby.

Franklin, Benjamin. Autobiography.

Hawthorne, Nathaniel. The House of Seven Gables.

Hawthorne, Nathaniel. The Scarlet Letter.

Hemingway, Ernest. A Farewell to Arms

James, Henry. The Turn of the Screw.

Lewis, Sinclair. Arrowsmith.
Babbitt.
Main Street.

Melville, Herman. Moby Dick.

Nordhoff and Hall. Bounty Trilogy.

O'Neill, Eugene. Emperor Jones.

Rolvaag, Ole. Giants in the Earth.

Sandburg, Carl. Abraham Lincoln: The Prairie Years.

Sherwood, Robert. Abe Lincoln in Illinois.

Thoreau, Henry D. Walden.

Wharton, Edith. Ethan Frome.

Whitman, Walt. *Leaves of Grass.*

Wilder, Thornton. *The Bridge of San Luis Rey.*

Wilder, Thornton. *Our Town.*

Wolfe, Thomas. *Look Homeward Angel.*

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Wesley, E. B. Our United States: Its History in Maps. Chicago: Denoyer-Geppert, 1957.

Wissler, Clark; Skinner, Constance Lindsay; and Wood, William. The Pageant of America, 15 vols. New Haven: Yale University Press, 1925.

PERIODICALS
IN THE SCHOOL LIBRARY

ENGLISH 3A-3B

Atlantic Monthly

Harper's Magazine

Reporter, The

Saturday Review

Theatre Arts

Vital Speeches of the Day

U. S. HISTORY AB

American Historical Review, The

Congressional Digest

Current

Current History

Department of State Bulletin, The

History Today

Horizon

National Geographic

New York Times (Western edition)

Newsweek

Saturday Evening Post, The

Social Education (teacher-oriented)

Time

U. S. News and World Report

United Nations Review

AUDIO-VISUAL MATERIALS

AUDIO-VISUAL MATERIALS FOR ENGLISH 3A-3B

Reading

Sd 428.4-3 — How Effective Is Your Reading?
10 minutes, black & white, guide

Sd 800-1 — Literature Appreciation: Stories
13 minutes, color, guide

Sd 808.2-2 — Literature Appreciation: How To Read Plays
11 minutes, black & white, guide

Sd 811-1 — Literature Appreciation: How To Read Poetry
10 minutes, black & white

Literature Units

Sd 810-1 — American Literature: Colonial Times
10 minutes, black & white, guide

Sd 810-3 — American Literature: Revolutionary Times
10 minutes, black & white, guide

Sd 810-2 — American Literature: Early National Period
10 minutes, black & white, guide

Sd 810-5 — American Literature: The Westward Movement
11 minutes, black & white, guide

Sd 810-4 — American Literature: The Realists
10 minutes, black & white, guide

Humanities Series

Sd 808.2-3 — The Humanities: What They Are and What They Do
28 minutes, color

Sd 808.3-1 — The Novel: What It Is, What It's About, What It Does
45 minutes, color

Sd 808.2-4 — The Theatre: One of the Humanities
28 minutes, color

Sd 808.2-5 — Our Town and Our Universe
28 minutes, color

Sd 808.2-6 — Our Town and Ourselves
28 minutes, color

American Authors and/or Their Works

R 928-3 — Washington Irving
color

R 810-1 — American Literature -- New England
black & white, guide

R 974.4-2 — Emerson's New England
color, guide

R 811-1 — William Cullen Bryant
color

R 928-1 — Longfellow
color

R 811-3 — Lowell
color

R 928-2 — Whittier
color

Sd 811-2 — Edgar Allan Poe: Blackground for His Works
14 minutes, color, guide

Sd 813-3 — Herman Melville's Moby Dick
30 minutes, color

R 811-5 — Emily Dickinson
color

R 811-6 — Sidney Lanier
color

R 811-4 — Walt Whitman
color

Sd 810-6 — Mark Twain: Background and His Works
13½ minutes, color, guide

Sd 973.8-3 — Mark Twain's America
54 minutes, black & white, guide

LP 810-1 — Mark Twain Tonight

Contemporary American Painting Series

R 759.1-1 — American Scene
color

R 759.1-2 **Modernism**
color

R 759.1-3 **Realism**
color

R 759.1-4 **Romanticism**
color

Miscellaneous Films

Sd 420-1 **The English Language: Story of Its Development**
11 minutes, color, guide

Sd 800-2 **The Sea: Background for Literature**
11 minutes, color

Sd 371.3-15 **How To Judge Facts**
10 minutes, black & white, guide

Sd 323-15 **Picture in Your Mind**
16 minutes, color

AUDIO-VISUAL MATERIALS FOR U. S. HISTORY

Unit I (American Tenets Are a Basic Philosophy of American History)

Sd 975.3-7 — The White House Story
48 minutes, black & white

Unit II (Early America Develops)

Sd 973.3-3 — American Revolution
15 minutes, color, guide

Unit III (A New Nation Is Established)

Sd 973-20 — One Nation
57 minutes, black & white

Sd 973-21 — One Nation Indivisible
62 minutes, black & white

Unit IV (The Nation Grows, Democracy Develops, and American Individuality Emerges)

Sd 978-13 — Prairie Towns A-Boomin'
29 minutes, black & white

Unit V (The Nation Is Torn by Conflict)

Sd 973.7-9 — True Story of the Civil War
33 minutes, black & white

Sd 973.8-1 — Johnson and Reconstruction
41 minutes, black & white, guide

R 973.7-5 — Causes of the Civil War
color

R 973.7-11 — Civil War at Sea
color

R 973.7-10 — Sherman's March to the Sea
color

R 973.7-8 — Road to Appomattox
color

R 973.7-9 — Reconstruction
color

Unit VI (Modern America Emerges)

Sd 996.9-4 — Hawaii -- The Island State
20 minutes, color

Sd 327-4 Growth of American Foreign Policy
15 minutes, black & white

Sd 331.8-2 Labor Movement: Beginning and Growth in America
13 minutes, black & white

Unit VII (The United States Grows toward World Leadership)

Sd 973.9-4 Woodrow Wilson: Spokesman for Tomorrow
27 minutes, black & white

Sd 940.3-2 World War I
28 minutes, black & white, guide

Sd 940.3-3 World War I -- The Background
13 minutes, black & white, guide

Sd 940.3-4 World War I -- The War Years
13 minutes, black & white, guide

Sd 940.3-5 World War I -- Building the Peace
11 minutes, black & white, guide

R 332.11-1 Role of the Federal Reserve Bank (3 filmstrips)
color, guide with narration

Unit VIII (The United States Spans Two World Wars)

Sd 973.9-2 The Golden Twenties
68 minutes, black & white

Sd 973.9-7 The 1930's
28 minutes, black & white

Sd 940-3 World War II: Prologue, U. S. A.
28 minutes, black & white

PR 909-3 I Can Hear It Now (1919-1932)
5 records

PR 909-1 I Can Hear It Now (1933-1945)
5 records

Unit IX (The United States Assumes Leadership in Today's World)

Sd 943-14 The Twisted Cross (Parts I & II)
54 minutes, black & white

Sd 327-3 Planning Our Foreign Policy
21 minutes, black & white, guide

Sd 947-10 — Nightmare in Red
54 minutes, black & white, guide

PR 909-1 — I Can Hear It Now (1933-1945)
5 records

PR 909-2 — I Can Hear It Now (1945-1949)
5 records

NEW YORK TIMES FILMSTRIPS FOR USE IN CURRENT EVENTS

1958			
	October	R 328-5	Congress and Its Members
	November	R 950-7	Ferment in Southeast Asia
	December	R 370.9-2	Challenge to American Education
1959			
	January	R 947-6	How Strong Is Russia Now?
	February	R 629.1-2	The Race for Space
	March	R 338.8-1	The American Economy
	April	R 972.9-3	Our Carribbean Neighbors
	May	R 956-6	Turmoil in the Arab World
	October	R 943-5	Divided Germany: Pivot of the Cold War
	November	R 323-1	The Integration Issue
	December	R 950-8	New Nations in the World Balance
1960			
	January	R 944-9	Challenge for France
	February	R 500-5	Science Opens New Doors
	March	R 980-18	New Currents for Latin America
	April	R 979-7	New States: Alaska and Hawaii
	May	R 353-15	Electing a President
	October	R 353-16	New Administration
	November	R 973-24	Momentous Decade: The Fifties
	December	R 954-6	India: Democracy in Asia
1961			
	January	R 951-12	China: Communism in Asia
	February	R 331.8-2	Spotlight on Labor
	March	R 947-14	Russia and the Satellite Empire
	April	R 972.9-8	Cuba: Caribbean Powder Keg
	May	R 968-7	The New Africa
	October	R 973-31	180 Million Americans
	November	R 980-19	Our Southern Neighbors
	December	R 943.1-1	Focus on Berlin
1962			
	January	R 959-2	Southeast Asia: Cold War Prize
	February	R 353-17	Kennedy Charts His Course
	March	R 353-18	The Citizen's Agencies: Federal Regulatory Agencies
	April	R 960-4	From Cairo to Capetown
	May	R 629.1-7	New Frontiers in Space
	October	R 353-19	Congress and the Voters
	November	R 382-4	Europe's Common Market and U. S. Trade
	December	R 352.9-1	Growing Crises for the Cities
1963			
	January	R 944-10	New Roads for France
	February	R 338.8-2	Men and Machines: Our Expanding Economy
	March	R 355.1-1	Uneasy Comrades: Russia and Communist China
	April	R 940.5-2	Key Crises in the Cold War
	May	R 333-1	What's Happening to Our Natural Resources

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4. Conant, James B. (ed.). The Identification and Education of the Academically Talented Student in the American Secondary School. Washington, D. C.: National Education Association, 1958.

5. DeHaan, Robert F. and Havighurst, Robert J. Educating Gifted Children. Chicago: The University of Chicago Press, 1962.

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10. Klein, Milton M. (ed.). Social Studies for the Academically Talented Student in the Secondary School. Washington, D. C.: National Education Association, 1960.

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12. Tovatt, Anthony (ed.). Books for You. Champaign, Illinois: National Council of Teachers of English, 1959.

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13. Conant, James B. (ed.). "Finding and Educating the Academically Talented Student." Washington, D. C.: National Education Association, 1958.